**ED 400– Understanding the Schools**

**SYLLABUS**

**Fall 2015**

Washburn University Department of Education

Instructor Information:

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CA 205

Campus Phone: 785-670-1473 Cell #: Will be given during an ED 400 seminar session

Email: denise.salsbury@washburn.edu

Office hours: A half hour before/after class sessions *and by appointment*.

Materials (required):

1. Handbook, documents, and other materials:
   1. Washburn University Department of Education. (2013). *The Student Teacher Handbook.* Topeka, KS: Washburn University. [*Find electronic copies on the Department Wiki, TBA]*.
2. Access to Desire2Learn [D2L] through the Washburn server. Use your email account through MyWashburn’s D2L and Microsoft 365 to communicate with Dr. Salsbury and turn in assignments.
3. Alternative email account: If necessary an alternative location to send photographs, non-assignment information is to [field.experiences@washburn.edu](mailto:field.experiences@washburn.edu)
4. Dr. Salsbury email account: Send questions that *require an immediate response* to this email account <denise.salsbury@washburn.edu>

Course Catalogue Description:

This course is taught in conjunction with student teaching, and is designed to assist students in synthesizing their concept of schools, as well as maximize their student teaching by reflecting on their school experiences.

Course Objectives: Teacher Candidates will…

1. Initiate and complete all assessments necessary for obtaining licensure and finalizing “highly qualified teacher” expectations (e.g., University ETS, content area tests & Praxis).
2. Become better informed regarding the basic educational programs and current curriculum available in schools.
3. Examine ways to deliver instruction that may include technology, be effective with diverse learners, *and provide evidence of learning*.
4. Demonstrate the concepts of multicultural education and its implications for better education for diverse learning needs, allowing student teachers to recognize the value of cultural and social influences on learning.
5. Become aware of the interpersonal dynamics of the school.
6. Demonstrate growth as an educator by achieving target and/or advanced professional dispositional skills.
7. Become knowledgeable and competent concerning the understanding and skills needed for securing a teaching position (e.g., interviewing, writing cover letters, writing resumes).
8. Gain skills in becoming a reflective teacher (e.g., completing the KPTP with score of 21 or higher out of 30).

Diversity Proficiencies:

The WU Department of Education promotes consideration of diversity in all aspects of teaching as suggested by a modified version of Bank’s *Model of Multicultural Education*:

1 = Knowledge Construction-understand that implicit cultural assumptions within a discipline influence the ways that

knowledge is constructed within.

2 = Content Integration-include examples and content from a variety of cultures and groups to illustrate key concepts,

principles, generalizations, and theories in subject matter.

3 = Prejudice Reduction-aware of the possibilities for modifying offensive racial attitudes through education.

4 = Equitable Pedagogy-understand the need for matching teaching styles to students’ learning styles in order to facilitate

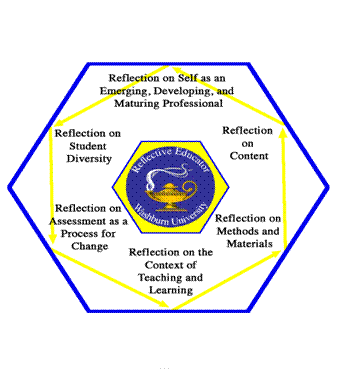
academic achievement of students from diverse racial, cultural, and social class backgrounds.

5 = Empowering School Culture-understand the importance of examining group and labeling practices, sports participation

and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating

a school culture that empowers students from all groups.

Course Purpose: CONCEPTUAL FRAMEWORK--DIMENSIONS OF REFLECTION



The WU Department of Education established the Conceptual Framework to provide professional goals to educate reflective educators. This course supports development of reflective educators through authentic field experiences and seminar sessions that that allow students to engage in:

* **Reflection on self as an emerging, developing, and maturing professional**—through course readings, discussions, writings, and assignments that provide opportunities for students to explore and challenge beliefs held about teaching and learning as well as the merit of these beliefs in current teaching situations.
* **Reflection on the context of teaching and learning**—by observing peers teaching lessons and the instructor/classroom teacher modeling instructional best practice and behavior management approaches to promote increased academic learning by children within a variety of contexts.
* **Reflection on content**—through course readings, class discussions, and a variety of other methods which provide opportunities to learn fundamental knowledge, methods of inquiry and investigations, important questions, and issues appropriate for the various academic disciplines to foster meaningful learning.
* **Reflection on student differences/diversity**—through class readings, assignments, and discussions provide opportunities for students to examine the developmental, social, and cultural characteristics that students bring to school.
* **Reflection on methods and materials**—through class discussions, readings, assignments, and field experiences provide students opportunities to become aware of and reflect on a variety of instructional strategies and materials that are the basis for pedagogical decisions that correspond to various teaching contexts to meet the needs of the learner.
* **Reflection on assessment as a process of change**—through assignments, class discussions, and observations provide opportunities for students to explore the benefits of various assessment models and when they can be utilized to effectively as a process to aid children’s learning and determine the impact of assessment on modifying instruction to meet the learning and performance needs of the learner.

Course Requirements:

*Completion of all assignments* mentioned in syllabus as well as additional requirements and interactions with Mentor Teacher/s, University Supervisor/s [US], and ED 400 Course Instructor is expected for receiving a “C” or better letter grade in the course. As part of these expectations, you must pass the KPTP by receiving a score of 21(or higher) out of 30, and you must receive ratings of ‘target’ and/or ‘advanced’ in the final evaluations (*Summary Rating Evaluation & Dispositions Evaluation*). Specific assignments are listed below:

🡪**Weekly Reflections** (Daily/weekly journals, logs, & anyother University Supervisor assignments) …. .................... 20%

🡪**Attendance** (in-class sessions, small group meetings w/supervisor,) and

**Participation**.……………………………………………….………………………………………………………….….. 15%

(in-class assignments, practice video, updated professional documents, video presentation, & extra events TBA+)

🡪**Resume and Cover Letter** (revisions) ..…………….……………………………………………………………… 10%

🡪**Diversity Research Paper** (in-class writing) ………………………………………….………………………………. 10%

🡪**Formal Instructional Observations Summary** MT & US(in-class writing; copies of formal observations, etc.) …. 10%

🡪 **Unit Plan** (1 unit plan for KPTP) ……….………………………………………………………………………….…. 10%

🡪**KPTP**:\*\* Student Teaching Portfolio Evaluation ……………………………………………...…….…….…………….... 25%

(& 2 Video taped lesson plans from unit; *receive cut score of 21/30 or more to pass assignment & ED 400 course*)

**Weekly Reflections:** (20%) [*assigned by University Supervisors*]

University Supervisors (US) expect Teacher Candidates to reflect daily on a weekly basis on field experiences. Criteria and modes of the reflections will be provided by your University Supervisor. You will be required to submit *the weekly reflections on a form* electronically to your supervisor’s email account. When you submit your weekly reflections to your US, *submit a copy to the appropriate D2L drop box-of-the-month!*

*Due days and times for submitting reflections will be determined by the US*. The daily reflections will be read weekly by the US who will provide feedback to you. Upon request the ED Instructor will read entries and provide feedback to the Teacher Candidate and/or US; throughout the semester the ED Instructor will randomly check to ensure you are submitting weekly journals on the assigned date and to monitor if you require any assistance during the student teaching field experience. No one other than the US and ED 400 Instructor will have access to your field experience reflections. Points will be awarded to journals by the US or the ED 400 Instructor as to whether or not journals are submitted on time and expected criteria each week.

A Weekly Journal contains two sections that include:

* + Section 1: *A weekly journal of reflections* describing each day of his/her student teaching experience. In this journal, Teacher Candidates may address problems or concerns that they would like some feedback on, or share some insight into themselves, children, or the educational process. University Supervisors may provide expectations for journal entry contents. Only the Teacher Candidate, University Supervisor, and ED 400 Instructor will have access to these reflections.
  + Section 2: A *communication log* explaining contacts the Teacher Candidate may have with other individuals other than the Mentor Teacher. In the Log information should be recorded of any communications with various people in or outside the school building when gathering resources and information for planning or managing the classroom. Examples of ‘other individuals’ include other faculty members, clerical staff, librarian, and custodian in the school building and you could contact people from the community to speak on special topics in the classroom. **During the days of planning and implementing Unit Plan, focus log entries on those *communications related to the unit*, so you can refer to them later within the KPTP.**

Reminder: At the end of each week, Teacher Candidate reflections/ journals should be turned in to their University Supervisor through e-mail on the date assigned by your US. Also submit a copy of the Weekly Journal to the appropriate month’s drop box in D2L.

Whenever possible, you are expected to include elements from *Dimensions of Reflection* in your journal entries since the dimensions include professional terms you should learn. Remember the Washburn Department of Education established the Conceptual Framework for building reflective educators early in your education program, and you will need skills in reflection once you have your own classroom to meet district and state expectations. To help you practice reflective skills, it is recommended that you include elements of *Dimensions of Reflection* and *Banks Multicultural Characteristics* in your journal entries. This course supports development of reflective educators through authentic field experiences and seminar session such as student teaching. (See *Dimensions of Reflection* list on the second page of this syllabus.)

**Attendance & Participation**: (15%)

Attendance in ED 400 seminars is separate from attendance in the student teaching field experience.

ATTENDANCE--

* *In-Class Sessions*: Points are awards for attendance as well as participation *in each class session*. It is assumed that if you are in attendance you will participate in class session discussions and activities; *this includes the first class session though it is held before the WU semester begins*. Since there are only nine (9-10) seminar sessions, attendance is an important element of the course. You are *only allowed one (1) excused absence* from ED 400 seminars (& or small group) and must provide official documentation to the ED 400 instructor from a physician or other source as evidence of the absence.
* *Student Teaching Field Experience*: Points are awards for your attendance in the classroom to which you have been assigned for the student teaching field experience; *this includes the first teacher duty day, professional development/inservice/ orientation sessions held before/during/after the WU semester begins*. Attendance is an important element of the student teaching field experience and demonstrates your dedication and professionalism. You are *only allowed one (1) excused absence* from the student teaching field experience, and must provide official documentation to the ED 400 instructor from a physician or other source as evidence of the absence. If you are absent more than one day, then the ED 400 Instructor will determine whether the extra day/s will be made up and when after consulting the MT.
* **If you must be absent due to an emergency or illness, notify your Mentor Teacher, University Supervisor, and Dr. Salsbury immediately!**
* Plan to provide professional documentation to the ED 400 Instructor for those absences to be excused; if there are any unexcused absences your ED 400 course grade may be deducted percentages, depending on the reasons for absences. *For this reason* ***it is critical you communicate with the ED 400 instructor regarding any absences whether from the course seminars or the student teaching field experience****.* Your University Supervisor will also provide information on absences to the ED 400 course instructor.

**There may be extra meetings to attend throughout the semester which you are required to attend**; check the ED 400 Course Schedule. For example, you are expected to attend the *Kansas Teacher of the Year Team Presentation* inFebruary+ *and complete the University ETS testing+, if eligible*. If there are any questions about the ED 400 course attendance policy, set a conference with the ED 400 Instructor. Assignments completed during seminar sessions may not be made up for any reason. NOTE: There is an on-campus speaker on bullying which may require additional attendance…TBA.

* *Small Group Sessions*: Additional points are awarded for attending small group sessions with University Supervisors, who then report attendance to the ED 400 Instructor. Most small group sessions are held once a month before an ED 400 seminar from 4:30-5:00pm. Seminars will begin exactly at 5:00, so if your small group meets in an alternative location than CA 200, plan to be in the seminar room on time. If your US determines it best to meet at an alternative date and/or location than on a seminar day, then you should be in CA 200 before seminar begins at 5:00pm.
* *Student Teaching Field Experience*: Refer to *The Student Teacher Handbook*, for information about field experience absences, which states:

“As practice for the teaching profession, the Student Teacher is allowed **one (1) unexcused absence**

during the student teaching field experience. If the Student Teacher has more than two absences

during the student teaching experience those extra days must be made up at the end of the semester.

When extra days must be allotted into the placements, a juggling of placement dates must occur with the help of the Director of Student Field Experience. ―Make-up time will be mutually agreeable and determined by collaboration between the Mentor Teacher, Student Teacher, and Director of Student Field Experiences.”

(*The Student Teacher Handbook*, 2013, p. 24\*)

*\*Student Teacher Handbook is under revision at this time. You will be informed when the handbook is available online.*

Provide, if updates are necessary, current copies of the following documents: (1) an updated TB test results, (2) physical examination [if required by school district], (3) CPR training, (4) KBI background check, & (5) view Mid-term & Final Evaluations from MT & US by the end of your student teaching placement (set a conference any time with ED 400 Instructor to view evaluations). FYI--You may need to provide informal transcripts during the Education Interview Day or to your school district upon request. TB test results should be current (within 2 years by the end of your student teaching semester).

PARTICIPATION—

* *In-Class Sessions*: Points are awards for participation as well as attendance *in each class session*. It is assumed that if you will participate in class session discussions and activities when you are in seminars; *this includes the first class session though it is held before the WU semester begins*. Since there are only nine (9-10) seminar sessions, consistent participation is an important element of the course. **If you are absent from an ED 400 seminar session, you will not be permitted to make up the in-class assignments even if the absence is excused.** Remember: You are *only allowed one (1) excused absence* from ED 400 seminars (& or small group) and must provide official documentation to the ED 400 instructor from a physician or other source as evidence of the absence.
* *Assignments completed in-class may not be made up* whether the absence is excused or not since they would be out-of-context outside the seminar. Assignments completed during class sessions are to promote your growth as an educator by learning additional teaching strategies and classroom management techniques related to your student teaching experience. Some assignments completed outside seminars may be considered participation if they relate to preparation/practice for completing the KPTP (i.e., practice videos, digital photographs, etc.).
* *Lesson Plans* should be written for the KPTP using the provided template. Providing your lesson plans to your Mentor Teacher and/or University Supervisor before you are scheduled to be observed is part of the professional participation you are expected to demonstrate at all times during the student teaching field experience. Provide lesson plans 2 or more days prior to when you will be presenting the instruction. If the lesson plan is not approved by the MT or US, or if the lesson plan is not submitted prior to the date of instruction, then a new observation date must be set and a new lesson plan must be written and submitted to the formal observer.
* *You are expected to respond to email and phone messages promptly* whether they are from the ED 400/405 Instructors, University Supervisor, Mentor Teacher, or other professionals. Take time to ensure your phone message is appropriate for professionals to hear, that your Facebook (or other social network) account is professionally presented, and that any other communications that professionals will view or hear is appropriate and professional. Inappropriate messages and communications cause prospective teachers to miss opportunities for job positions!!
* A segment of each seminar may be devoted to a classroom management topic to provide additional information and resources to reinforce what you are learning in ED 405.
* Speakers will visit the ED 400 seminars throughout the semester to provide you valuable information. You are encouraged to ask appropriate questions that pertain to the presentation topics.
* **Student Teaching & Seminars: *It is expected that your behavior at all times will exhibit professional dispositions through your conduct and attitudes.*** You will be self-evaluating your dispositions during ED 400 seminars throughout the semester. Your University Supervisor and Mentor Teacher will also monitor your dispositions throughout each placement, and you must receive a rating of ‘target’ and/or ‘advanced’ to receive a “C” or better letter grade in ED 400.

**Washburn University Department of Education Professional Dispositions**

**(Attitudes and Conduct)**

The Teacher Candidate:

1. is inner directed, reflective, and optimistic about the influence of education on all students.
2. views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development.
3. is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to fairness and educational equity among students, including those with exceptionalities.
4. supports policies and practices that promote student safety, development and welfare.
5. is punctual, reliable, and well prepared and willingly assumes responsibilities for duties and assignments.
6. is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession.
7. demonstrates maturity and effective interpersonal skills and accepts constructive criticism in a positive manner.
8. communicates (both verbally and nonverbally) with students, parents, colleagues, and authority figures in ways appropriate for the teaching and learning context.
9. values collaboration within the profession and is respectful of, and works collaboratively with families, colleagues, community, and/or authority figures.
10. exhibits an appropriate professional appearance, including good grooming and proper attire, when representing Washburn University.

**Resume & Cover Letter:** (10%)

Over the semester your resume should be updated to show current educational experiences and current activities. In-class speakers from the WU Career Services and the Washburn Education Department will review criteria for writing *a professional* *resume and cover letter*. As the resume is revised, a new (generic) *cover letter* should be created to show your growth as a professional educator. More details will be provided in class sessions about writing a cover letter and updating a resume. Final drafts of the resume and cover letter should be posted in the Desire2Learn system for a grade; the due date will be announced during an ED 400 seminar.

Additional information about the interview process to prepare you for the Education Interview Day (See ED 400 Course Schedule for date!) will be presented in class sessions from a WU Career Services representative. Other information about interviewing will be provided by the US and ED 400 Instructor throughout the semester.

**Diversity Research Paper**: (10%)

*In-class writing*. You will be expected to gather and evaluate data during implementation of your Unit Plan that will pertain to this assignment. **Be prepared** to present/share demographic and contextual data information about your classroom diversity during an ED 400 seminar. More information about the in-class assignment will be given during ED 400 seminar sessions. Bring your laptop to class, if you have one, which will allow you to submit the paper to your D2L drop box. If you write the assignment by hand during seminar, then you may turn in the paper at the end of the session. If you are absent from this class session, the assignment may not be made up at another date for any reason.

**Formal Observational Evaluation Summary:** (10%)

Every eight weeks you will be expected to write four formal lesson plans using the Washburn Department of Education template. You will be expected to teach each of the four lesson plans while being observed by either your Mentor Teacher [MT] or University Supervisor [US]— (2 lessons will be observed by the MT and 2 by the US per 8-week placement). In total you are expected to formally write and teach 8 lesson plans throughout the semester. The sequence of organizing formal lesson observations will be discussed during ED 400 seminars and in US small groups.

The MT and US will formally observe you teach two lesson plans at two separate times each eight weeks. You organize the best date and time for the MT or US to observe you teach the lessons. You are expected to give (or email) a copy of the formal lesson plan two (2) or more days before the day you have arranged to teach the lesson. If the lesson plan is not received by the MT or the US two days before the arranged time, then an alternative day and time will need to be established; it may be necessary for you to write an additional formal lesson plan for the alternative date to stay within the established curriculum sequence. Collaboration with the MT and US is important when setting up the formal observation schedules. A copy of the form will be provided to you feedback on the implementation of the lesson/s when the MT or US takes time to conference with you about your lesson immediately following the instruction (or close to that time!). Your MT should not formally observe the lesson plan observed formally by your US, and visa versa.

*For this assignment, you are expected to collect copies of the Formal Instructional Observation Forms* from your MT and US throughout the semester. On a specified date, be prepared to bring copies of these forms (electronically or as hard copies) to the ED 400 seminar where you will summarize the impact the formal observational feedback had on your planning, instruction, and future teaching goals. That date has yet to be determined. A Lesson Plan Template will be provided to you by the ED 400 Instructor, and it can be found in D2L.

Bring your laptop to class, if you have one, which will allow you to submit the paper to your D2L drop box. If you write the assignment by hand during seminar, then you may turn in the paper at the end of the session. If you are absent from this class session, the assignment may not be made up at another date for any reason.

**Unit Plan** (10%)

The First 8 Weeks of the Semester –

Provide an 8-day Unit Plan on a grade-level appropriate topic; the Unit Plan should be standards-based and follow guidelines *from the outline template provided by the ED 400 Instructor*, as well as the curricular content and standards recommended by the Mentor Teacher and school district*. The Unit Plan will not be turned in as part of the KPTP, instead submit it to the KPTP drop box in D2L; label document appropriately as <yourlastnamefirstinitial—KPTP-Unit Plan.pdf)>*

*Unit Plan Outline template:*

To complete the Unit Plan, you must first collaborate with your Mentor Teacher, then write an 8-day Unit Plan which you are expected to teach during the **first eight weeks of your student teaching field experience**. All Teacher Candidates are required to use the *Unit Plan Outline* template provided to sequence the instructional ideas and activities. Refer to the sample unit plan attached to the template for guidance when developing the unit; both the Unit Plan Outline template and sample lesson plan template can be found posted in Desire2Learn. The process of writing this unit plan will be reviewed during seminar session/s.

**KPTP:\*\*** (25%)

The purpose of the *Kansas Performance Teaching Portfolio* (KPTP) is to document the learning and development of teacher candidates through an organized and thoughtful presentation (i.e., portfolio) of a work sample. This electronic portfolio work sample demonstrates the Teacher Candidate’s ability to plan and to implement learning opportunities for students (at specific levels and in subject areas), and then assess this learning as a *means for evaluating the effectiveness of their teaching on student learning*.

You are required to submit your completed KPTP to the designated Desire2Learn drop box; label the document appropriately as <yourlastnamefirstinitial—KPTP—WU.pdf>. The due date for this submission is on a Sunday before a seminar session. Check the ED 400 Course Schedule for the due date.

More information about the KPTP requirements and expectations will be provided during class sessions throughout the semester. Until that time, check out KPTP information available on the Kansas Department of Education [KSDE] website: <http://www.ksde.org> then go to “Teaching & Learning”, and next to Educator Licensure; scroll to lower section of webpage to “Teacher Licensure and Accreditation Resources” then click on Kansas Performance Teaching Portfolio [KPTP].

Certain tasks in the KPTP require you to gather information from your student teaching experiences in an authentic classroom. While you should not include names of locations or of people, you will be required to provide extensive evidence of learning that occurred through instruction of your Unit Plan. A list of some of the expectations includes the following:

1. *Assessments*—
2. Develop and implement pre- and post- assessments of the Unit Plan curriculum.

2. Gather data from each assessment, then organize, analyze, and utilize the evaluative information to explain rationales for providing instruction, choosing instructional strategies, adapting materials, etc. to help students learn the content taught during your Unit Plan.

1. *Video Clips* (2)\*\*—
2. You are expected to provide two video clips as an electronic record of your instruction to share in ED 400 seminar with your peers and the ED 400 Instructor. These video clips should be downloaded to a secure *YouTube* website on the WU server; more information will be provided in the semester. Requirements for the KPTP stress that you reflect on these two complete lesson plans that have been videotaped, then those video clips should be made available to faculty for viewing. Criteria for material recorded in the video will be provided during a seminar session later in the semester.
3. Plan to share your Video Clip on your laptop in one of the last ED 400 seminar sessions. (TBA)

🡺The main goal of this assignment is to gather information for the KPTP. This is also an opportunity for you to demonstrate your skills as a reflective educator and utilize technology skills when creating a video; if you believe you have limited technology skills, contact your ED 400 Instructor today…&/or begin dialoguing with your school technology guru!! Remember there are video cameras available through the Carnegie Education Library [CEL] in the basement of Carnegie!!

1. *KPTP Appendix*—
2. Begin the Appendix on page 36, which should be the next page after the end of your KPTP narrative.
3. To support the information you present in the KPTP, turn in the following evidence:
   1. two (2) entire lesson plans from any day of the unit (these **must** be the 2 videotaped lessons) ,
   2. a copy of the pre- & post-test assessment/s you used to assess student knowledge and learning, and
   3. any other documents you have as evidence of student learning.
4. To support the pre- & post-test data, you must:\*\*\*
   1. create graphs to show evidence of the pretest data;
   2. create graph/s to show evidence of learning gained based on your evaluation of the assessment data.

🡺*Some graphs should be included within the KPTP narrative; if you need space for narration within the KPTP, then additional graphs may be included in the Appendix.*

NOTE: Provide 2 Lesson Plans of the video clips\*\* (see requirements in KPTP descriptions) showing you providing instruction of a lesson. If your MT or US observes one of the video-taped lesson plans (see #2), then you do not need to provide an extra plan. It is appropriate to have at least two of your unit lesson plans overlap assignments for #2 and #3. You are expected to have the technology skills for recording yourself providing instruction, then posting the 2 video clips so they can be viewed by the ED 400 instructor yet are PRIVATE/Unlisted to the public via YouTube. Additional information about the number of lesson plans to turn in will be discussed during ED 400 seminars.

Further information about the KPTP will be provided by the ED 400 Instructor, previous Student Teachers (graduates), and guest speakers in various ED 400 seminars. All ED 400 students should submit their KPTP to Desire2Learn on/by the assigned date (See Course Schedule). KPTPs are evaluated by scorers trained and monitored by the Kansas Department of Education.

**IMPORTANT INFORMATION:**

**If a Teacher Candidate submits a KPTP and does not successfully pass the KPTP they initially submitted by receiving 21 out of 30 points, then the Teacher Candidate will be required to revise and resubmit.** The revised KPTP submission will be scored by a trained evaluator. *Both scores will then be averaged*, and to be considered as ‘passing’ the score received must meet the criteria of 21 or more points out of 30 points for successful completion of student teaching field experience/s.

AND…

*If a Teacher Candidate fails their second KPTP submission, they will receive an “Incomplete” in ALL courses of the student teaching block!! Then the Teacher Candidate will be required to repeat an 8-week student teaching field experience in order to successfully complete their student teaching block. To submit a new KPTP the Teacher Candidate must attend all ED 400 seminars, attend all ED 405 sessions (if receiving an “Incomplete” in ED 405), complete all expectations of an 8-week student teaching session (write an 8-day Unit Plan, etc.), and must submit a new KPTP on a topic which was not previously submitted at the required time during the semester. Typically a different placement will be found for the Teacher Candidate to repeat the 8-week student teaching field experience. All deadlines associated with assignments of the semester when the ‘incomplete’ is being finished should be met by the Teacher Candidate before the ‘incomplete’ for each course can be changed to a letter grade, including the KPTP deadline.*

The list of Professional Education Standards addressed through the KPTP assignment are provided below:

*The KPTP: This Portfolio Assignment addresses the Professional Education Standards 1-13.*

**Standard #1—**

The educator demonstrates the ability to use the central concepts, tools of inquiry, and structure of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

**Standard #2—**

The educator demonstrates an understanding of how individuals learn and develop intellectually, socially and personally and provides learning opportunities that support this development.

**Standard #3—**

The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

**Standard #4—**

The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning, including critical thinking, problem solving, and reading.

**Standard #5—**

The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard #6—**

The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard #7—**

The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

**Standard #8—**

The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

**Standard #9—**

The educator is a reflective practitioner who continually evaluate the effects of his or her choices and actions on others (students, parents, or other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation, or QPA).

**Standard #10—**

The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

**Standard #11—**

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.

**Standard #12—**

The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students effectively use instructional technology.

**Standard #13—**

The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

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**WASHBURN UNIVERSITY EXPECTATIONS AND INFORMATION—**

**UNIVERSITY ADDITIONS – COURSE SYLLABUS**

**Mission of the University:**

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

**Definition of a Credit Hour:**

For every credit hour awarded for an undergraduate course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

**Notice of Non-Discrimination/Safe Educational Environment:**

The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Pamela Foster, Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, 785.670.1509, [eodirector@washburn.edu](mailto:eodirector@washburn.edu).

**Academic Misconduct Policy:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University’s Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/copyright>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/academic-impropriety>.

**Student One Stop (S.O.S.):**

The Student One Stop is the place where students can take care of a range of matters related to admissions, financial aid, student records/registration, and student accounts. The S.O.S. incorporates the front office services of the Admissions Office, Business Office, Financial Aid and the Registrar in one convenient location. Stop in the Morgan Hall Welcome Center and visit with a University Service Advisor for assistance or give us call us at (785) 670-2162. You can also email us at [sos@washburn.edu](mailto:SSC@washburn.edu). More information can be found at www.washburn.edu/sos

**Student Health and Counseling Services (Located in Morgan Hall Room 140, 785-670-1470):**

**Student Health**

Student Health Services (SHS) provides support for students experiencing challenges with learning and adapting to university life. SHS offers urgent care for illness and injury; sports, school, and travel abroad physicals (including TB testing); well woman exams; STD and pregnancy testing; immunizations/vaccinations; and care of chronic illness. Services are provided by Board Certified Advanced Practice Registered Nurses (APRN) who collaborate with WU Student Counseling Services and physicians in the Topeka area. More information can be found at   
<http://www.washburn.edu/health>

**Counseling Services**

Licensed mental health professionals are available in the Counseling Services’ office for personal, academic, and mental health support. This is accomplished by providing a variety of counseling services as well as resources and referrals to students.   More information can be found at <http://www.washburn.edu/counseling>

**Student Services (Located in Morgan Hall Room 105, 785-670-1629):**

**Student Services - Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

**Student Services - Military Withdrawals:**

Students who are called to active duty and must withdraw from classes as a result should contact the Director of the Student Services Office, Morgan Hall, Room 105, phone 785-670-1629, or email [jeanne.kessler@washburn.edu](mailto:jeanne.kessler@washburn.edu).

Location: The Student Services Office, Morgan Hall, Room 105

Web: <http://www.washburn.edu/student-services>

Phone: 785-670-1629

E-Mail: student-services@washburn.edu

**Center for Student Success:**As a Washburn student, you may experience challenges with motivation, study habits, time or money management, balancing school/life, getting involved, or choosing a major and classes. The Center for Student Success (Office of Academic Advising, University Tutoring and Writing Center, First-Year Experience, and Prior Learning and Testing) is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource.  If you feel you need someone with whom to discuss an issue free of charge, contact the center at 785-670-1942, [advising@washburn.edu](mailto:advising@washburn.edu), or visit Mabee Library, Room 201.

**Withdrawal Policy:**

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the “Last Day” Deadlines web page at: <https://www2-prod.washburn.edu/self-service/coursedates.php> Depending on the timing of the request to withdraw from a course, students may be eligible for a full or partial refund. Information regarding tuition refunds is available at <http://www.washburn.edu/current-students/business-office/tuition-refunds.html> Please note: tuition refund amounts and deadlines are changing effective Fall 2014. In addition, depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid. **Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of “F” and may also be required to repay all or a portion of their financial aid based on their non-attendance.** For further information, contact the Financial Aid Office at 785.670.1151 or e-mail financialaid@washburn.edu.

**Attendance/Administrative Withdrawal:**

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

**Official E-Mail Address:**

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information.  It may also be used by your instructors to provide specific course information.  If you prefer to use an alternate e-mail address to receive official University notices you can set a forwarding address in the Outlook Web App by following the steps below.

Outlook Web App: Set Forwarding Address

1. Go to <http://outlook.washburn.edu>

2. Sign in

3. Click the **Gear** in the upper right

4. Choose **Options**

5. Select **Forward your email** from the list on the left

6. In the lower portion of the screen, **enter the email address** to which you want to forward all your email.

7. Click the **start forwarding** button

It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

**Success Week:**

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material

in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last **three** days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the

Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in

the first **three** days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.